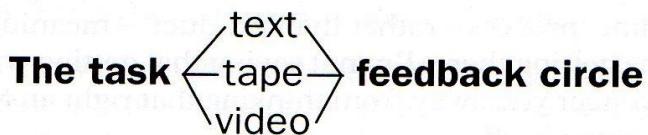


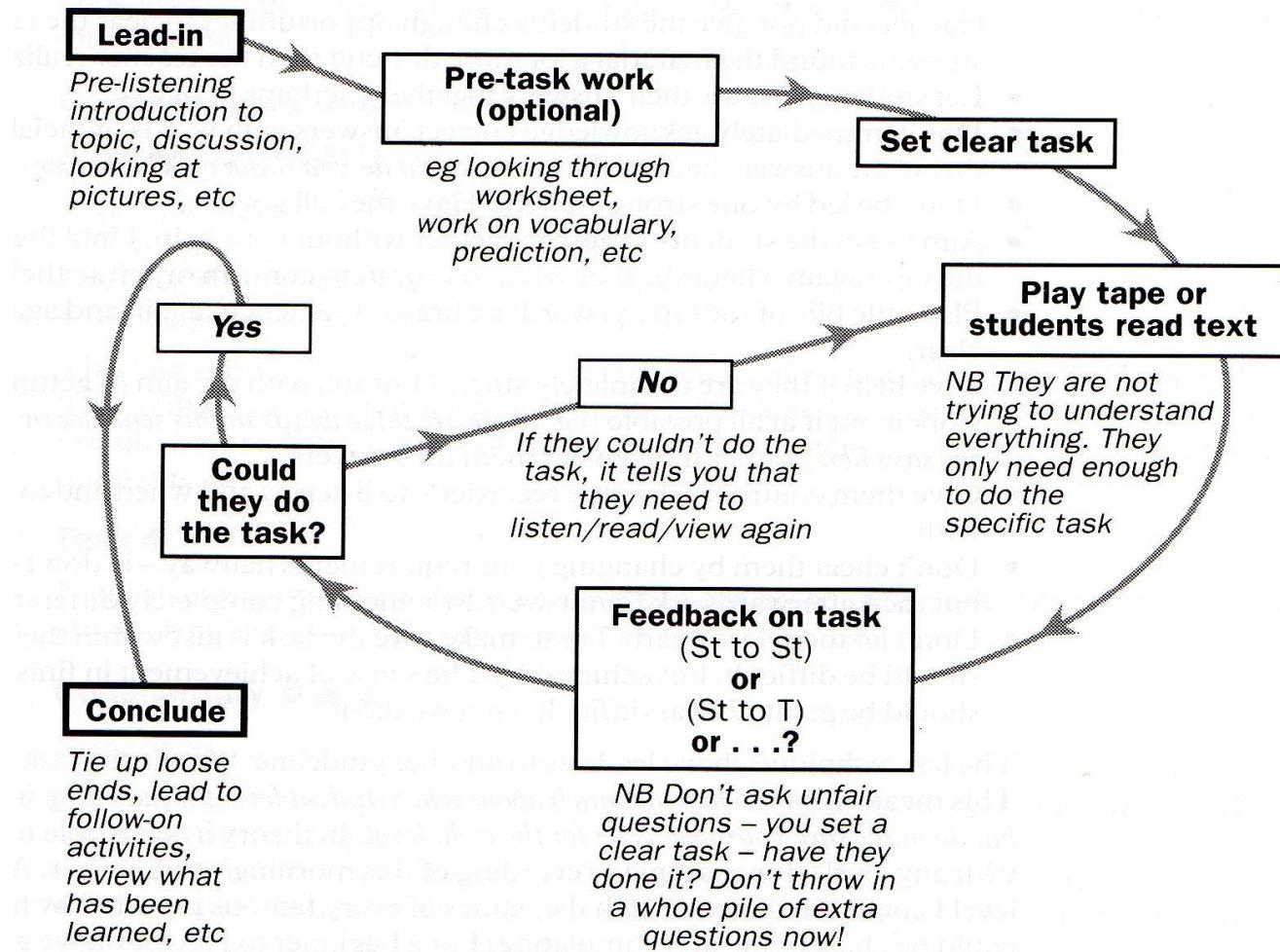
# Receptive Skills



## A basic working procedure for lessons on reading and listening skills

### Three guidelines:

- Grade the task rather than the material
- Task first – then text or tape
- Process rather than product!!!



Using the task-feedback cycle as a starting point we can plan a 'route map' for a basic receptive skills lesson. The general procedure is from global understanding towards more detailed comprehension. Think of it as a camera focusing on the general picture (a country scene) and zooming in more closely (focusing on a tree) and then further still (focusing on a bird in the tree).

<sup>1</sup> Learning Teaching. J. Scrivener. 1994. Macmillan

# Receptive Skills

A typical lesson will include some or all of the following stages:

STAGE	STAGE AIM	PROCEDURE (example activities)
Lead in	to stimulate interest in the topic	e.g. discussion of the theme, ss answer personalised questions
Pre-reading / listening	to activate ss' schemata / to give ss practice in prediction  to clarify any essential vocab ss need for task completion (blocking vocab)	e.g. predict from pictures, headlines, key words, ss write their own questions  e.g. teacher clarifies lexis, ss match lexis to definition or visuals, ss 'pool' their knowledge, ss use dictionaries to check essential lexis NB usually on 4 - 6 words. At up int, there's less pre-teaching and more dealing as and when necessary.
Reading / Listening (skimming)	to give ss practice in reading / listening for gist	<b>NB always set a task BEFORE ss read</b> e.g. ss read / listen to answer 2 or 3 gist questions, ss read / listen to confirm predictions from previous stage, ss choose the best title, ss match headings to paragraphs etc.
AND / OR (scanning)	AND / OR to give ss practice in reading / listening for specific information	<b>NB - If reading, set a time limit to ensure ss read quickly</b>  e.g. answering questions about specific items - who, when, what etc.
Feedback	*to build ss' confidence  **to confirm the correct answers	*ss compare answers while the teacher monitors to see how well they completed the task - **class feedback - e.g. teacher elicits the answers / ss write the answers on the board etc. & T asks Qs to probe / check understanding,
Reading / Listening (intensive)	to give ss practice in reading / listening for more detailed comprehension	e.g. ss read / listen to understand the text in more depth, e.g. comprehension questions (true/false questions, multiple-choice questions etc.)
Feedback		As above * & **
Reading / Listening (guessing from context)	to give ss practice in guessing the meaning of unknown vocabulary from context	e.g. ss match words in a text with given definitions or synonyms / ss look at the words or listen to the words in context to guess the meaning,
Feedback		As above * & **
Follow on task	to give ss fluency practice	ss respond to the content of the text e.g. discussions